

THE UNIVERSITY

FIRST RESIDENTIAL COLLEGE.

AN ANGLICAN PROJECT.

At a well-attended public meeting held in the Town Hall on Monday evening the project for the establishment of a residential college (Church of England) in connection with the University was definitely launched. The Bishop of Adelaide (Dr. A. Nutter Thomas) presided, and among those present in addition to the speakers, were his Excellency the Lieutenant-Governor (Sir George Murray) and Miss Murray, the president of the Methodist Conference (Rev. W. J. Mortimer), the chairman of the Congregational Union (Rev. G. Rayner), the vice-chairman of the Baptist Union (Rev. A. C. Hill), and the Rev. Dr. Seymour (Presbyterian). Sir Frank and Lady Moulden, Lady Butler, and Mr. W. R. Bayly (headmaster of Prince Alfred College).

The Bishop said the meeting was unique, in that its object was the inauguration of residential colleges at the University. It should be noted that he used the word in the plural, for they expected that night to inaugurate the Church of England College as the forerunner of others. The excellence of their platform was due to the splendid work of the provisional committee and the Rev. Julian Bickersteth. Words failed him to express the gratitude that was due to them for the work they had already put in. His Excellency the Lieutenant-Governor, who was Chancellor of the University, in accepting the invitation to be present, had written—"You already know that I am a strong supporter of the movement." (Applause.) The Vice-Chancellor (Professor Mitchell), who was in Melbourne, in intimating his inability to be present, wrote stating that the erection of a Union building was a pressing need at the University, and the public appeal for funds for that object would be made within the University. The establishment of residential colleges was not a matter the University could well undertake, but it had always been a source of regret that the churches had not yet done in Adelaide what they had done so well in Melbourne and Sydney. Professor Mitchell had added an expression of opinion that residential colleges would be an advantage to the men in residence that would far outweigh the cost of establishing them. (Applause.) They were very grateful to have the sympathy and support of the Chancellor and Vice-Chancellor, although it was a movement on the part of the Church of England from outside the University. When the college was founded they would approach the University and ask to be affiliated. The University had no responsibility for the movement, but the Church would not have been able to start it if they had not been sure of the sympathy and support of the University authorities. They could also see the desirableness and the need of the union, which Professor Mitchell had pointed out in his letter, but the union would be quite distinct from the residential college they had in mind. Its objects were quite different, and there was no conflict whatever between the two. Whereas the union would be made in the nature of a club, the college would be primarily for residential students, and would be intended especially to help those who came from the country, for whom often too little was done in the city. He understood that there were something like 300 members of the University who were in lodgings. The proposed college would not be theological. The Church of England already had St. Barnabas theological college, and this would be quite distinct. They hoped it would help the cause of good learning and good citizenship. The college they had in mind would be for all students, whatever might be their school in the University, and except as far as accommodation might be limited, it would be for all denominations. (Applause.)

Captain S. M. Bruce, the Federal Treasurer, said he did not quite understand his position in coming to Adelaide to tell them where their duty lay. Therefore he appreciated the welcome extended to him. However, he did so with extraordinary willingness, not only because he had been at a University where such colleges were established, and had experienced the benefit,

but particularly because he could see in the movement a great benefit to the people of Australia as a whole. There were two sides to the life of the great Universities—the intellectual and the social. The latter was encouraged by the establishment of residential colleges, which were the means of bringing the students together. The University had a great obligation to the community, namely, that it should produce good citizens with sound education, fit bodies, and sterling characters. On the other side the community owed to the University a duty to give it that full measure of support necessary to enable it to carry out its duty. After having been in the Cambridge University, and knowing Oxford, he appreciated what those Universities gave to men, and he could tell them, without hesitation, that those things could not have been given unless they had residential colleges. Residential colleges were the life of a University, and it was from them that the best that was in men during their University career was drawn. The colleges were a great advantage from the point of view of parents. Such institutions were absolutely necessary if parents were going to give their boys the best chance. Many parents imagined they could control their sons. He had seen a good deal of parental control, and a good deal of the sons, and he was not sure that the parents always succeeded. The residential college came to the assistance of young men at a most critical time in their lives and the resident student was subjected to just that mild discipline that was administered by tutors of long experience, who dealt with their charges with kindly sympathy and great understanding. He had seen many of the tutors in the older University colleges, and while he was at college he, like others, had a lot to say about them. Now, however, when he looked back he saw they were good friends and kindly critics. He could assure parents they would tide over the most critical time in their son's lives more easily if they sent them to University colleges. In a great University it was given to only a few to control the affairs in the realm of the institution, but in the residential college all played their part and every student had to carry his own share of responsibility, which was dearer to his life than anything else in his life. (Applause.)

Those responsibilities and the training of the young men were important beyond words. He remembered when at Cambridge he was captain of the boat club, which was his main responsibility; and when anything went wrong with the club he was carrying a bigger burden of responsibility and undergoing a more nerve-racking trial than any national crisis could put on his shoulders to-day. (Applause.) Such colleges would produce the right type of citizen, for whom Australia was crying out. Australia wanted men who had a full appreciation of duty, who had the spirit of patriotism, and who knew what was their duty to their country and fellow-citizens, and were prepared to make sacrifices to carry it out. It was difficult to get that ideal into the minds of men unless they could give them the opportunity of attending a University college. They should all think of it as a national duty, and think of how much the nation wanted that type of men. The Australians of to-day would probably determine the future destinies of this country and the happiness of millions of people who were as yet unborn. If they would take the right path there was no limit to the future destiny of Australia. The day they took the wrong path clouds would gather and there was no telling what would be the result. They could all do something to help. One thing was to help the establishment of this college, which would train the right type of men. The most serious thing they suffered from in the Commonwealth was the lack of a sense of responsibility in those people who should be the guides and leaders of the nation. (Applause.) The more men they could train with the traditions of a good residential college and a great university, the more they were going to do to wipe out that apathy and neglect of great public duties. He appealed to them with all the powers that he could, to realize that this was not merely a small local movement, with a few enthusiasts stirring it up, but a great thing not only for Adelaide and the University, but for the whole of Australia. (Applause.)

Sir Joseph Symon, in moving "That residential colleges in connection with the University of Adelaide are desirable," said the resolution embodied a settled opinion which he had strongly held for many years, and an opinion which during the time when he was a member of the University Council he took occasion more than once

to express. They had just listened to a lucid and convincing address by the Federal Treasurer. A conspicuous statesman and man of business was, unhappily, not common amongst politicians, but what was very much more to the purpose that evening was that they had in Mr. Bruce a finished and brilliant product of the residential college system they advocated, and hoped to see established. (Applause.) His own experience at Edinburgh had convinced him that the functions of a university were only half fulfilled under a system of non-residence. The great product of England, it had been said, was not so much her institutions, her Empire, commerce, or literature, as the individual Englishman, moulded by all those things, who was the ultimate test of their value—the good citizen. Indeed, it had been said that the flower and fruit of the university systems in England was to produce the English gentleman and the good citizen, and they could not have that, it seemed to him, on a bare diet of the classics and mathematics only, even with an admixture of what in Scotland they termed "metaphysics." (Laughter.) The intercourse that took place between the students in residential colleges was like adding sunshine to daylight. It lightened and brightened work, and it led men to move with dignity and composure, to comport themselves with ease, intelligence, and good manners. There was a leading to growth and development, for youth inspired youth very much better than age could. As had been aptly stated, "It does not matter what you teach a man as long as he meets a sufficient number of men who have been taught, and from whom he can learn something else." Women's residential colleges should also be established. (Applause.) They had the examples of Newham and Girton at Cambridge and St. Margaret's at Oxford. The sweet girl undergraduate must not be forgotten when residential colleges were established, as he hoped they soon would be in Adelaide. For 50 years there had been residential colleges in Melbourne, which had four. Sydney had three, and the Brisbane University came into the world with three. Why should Adelaide lag behind? Was she not, above all the sister capitals, the City of Culture? (Laughter.) She could not maintain that proud title on the sole authority of Foster Fraser. (Laughter.) She would be entitled to retain it if she crowned her higher educational system with residential colleges. Non-residence left a university, in his opinion, merely a superior kind of day school and a teaching and examining machine. (Applause.)

The Hon. G. Ritchie (the Minister of Education), in seconding the motion, said he was the only layman on the platform. When he might have been attending a university he was ploughing a lonely furrow in the back country. (Applause.) However, he stood there as an advocate of a system which would not only be in the interests of those who were able to avail themselves of the advantage of a university education, but also for the benefit of the great country in which they lived. As a parent and also as the official head of the big family of South Australian school children, he recognised the home as the central agency in the educational development of the young up to a certain stage. A university which was merely a teaching institution, a place for the granting of degrees, or for preparing students for professions, could not properly develop the social side. In a residential college the students would be able to shape their ideals, have social intercourse with their fellows, and learn to get along with their fellows without losing their individualism. The college was to the students a little world of its own, where the students came together and share each other's joys and sorrows, and mingle with each other in such a way as to make very much better men of them. That life in the little world of students prepared them for the greater world outside, with its bigger responsibilities and achievements. College life would give opportunities for discipline. Above all, such a college was needed for country students, who were obliged to go into boarding-houses, which were not always suitable. They could not take the university to the country as they could the high and higher primary schools. Why should their university students from the country be worse off than those in Queensland, New South Wales, and Victoria, although they would not admit that the Adelaide University was second to any in the Commonwealth? In supporting residential colleges, he was only carrying out his ideas in regard to his own children, as though he lived within a stone's throw of first class colleges, he had deemed it advisable to send his children as boarders, so that they might develop that social solidity which constituted a nation's strength. (Applause.)

The motion was carried by acclamation. Sir Lancelot Stirling moved—"That a general committee, consisting of the following ladies and gentlemen, be formed to establish, as soon as possible, a Church of England residential college in connection with the University of Adelaide, and

that this committee be given power to add to its members:—The Bishop of Adelaide, Sir Lancelot Stirling, Sir Langdon Bonython, Sir William Sowden, Sir Frank Moulden, Mr. Justice Poole, Professors Chapman, Darnley Naylor, Osborn, Strong, and Wood-Jones Dean Young, Canon Jose, the Revs. K. J. F. Bickersteth, H. P. Finnis, K. T. Henderson, R. P. Hewitt, and W. B. Docker, Drs. S. R. Burston, N. K. Fry, Henry Gilbert, Donald Kerr, F. H. Malin, R. Humphrey Marten, H. S. Newland, W. Ray, and Brian Swift, and Messrs. E. Allnutt, John Crosswell, W. B. Carr, Collier Cudmore, Harry Dutton, E. H. Evans, L. de Garis, C. A. S. Hawker, H. W. Hodgkiss, Charles Jurr, C. T. Madigan, A. G. Price, R. J. Rudall, William Steele, Carril Symon, C. J. B. Symon, G. K. Thomas, H. Thomson, and Leigh Wineer, and Lady Moulden, Messdames T. R. Bowman, Arthur Cudmore, Harry Dutton, Ernest Good, M. S. Hawker, C. W. Hayward, London, Carille McDonnell, Nutter Thomas, Osborn, Arthur Rymill, Scott-Young, S. Skipper, Tolley, Arthur Waterhouse, and Miss Mitchell. The mover said he was gratified to have the assurance of the bishop that although the college would bear the name of the Church of England it would be open to all denominations. (Applause.) In such colleges the world of sport, which had so

much to do with the character of the individual, would have a greater opportunity for the influence it exercised. His personal experience at Cambridge convinced him of the benefit to be derived generally from the residential colleges. The scheme should commend itself to all people, for, after all, they that night were only blazing the trail for other denominations to follow, and every added residential college would give stability and advantages to the University, and would allow it to emulate the traditions gained by the older universities of the world, at the same time bringing full university life within reach of the students of the future. (Applause.)

Mr. Justice Poole, in seconding the motion, said Bishop Thomas had told them this Church of England college was not to be a theological seminary. If it were he would not say a word in its favor or lift a finger to assist it. It was to be, he understood, a college which would furnish opportunities to all students, of whatever religion and whatever the profession they were intending to espouse. From such a college the advantages which would accrue indirectly to the State and directly to the church—both in its clergy and laity—were great. The establishment of Trinity, Ormond, Queen's, and Newman Colleges in Melbourne, and their success furnished an answer to every objection that could be made to residential and denominational colleges in connection with the University of Adelaide. (Applause.) Let them be the first to set an example to the other bodies in this State and do what had been done in Victoria with the like eminent success. (Applause.)

The motion was carried. Sir Frank Moulden moved—"That the gentlemen who have acted on the provisional committee be asked to continue as a committee until the college is founded, with power to convene a meeting of and refer to the general committee when necessary, and that this committee be given power to add to its members." Dean Young seconded the motion, which was carried.

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UNIVERSITY EXTENSION LECTURES.
The University lectures will be resumed on Tuesday next, June 6. In the evening the annual series of extension lectures will open with the first of a course of three by Professor J. R. Wilton, who has chosen as his subject "Relativity and the modern theory of gravitation." In preparing these lectures Professor Wilton has been at considerable pains to free them from any appeal to mathematical symbolism, and, at the same time, to render them intelligible. The subject of relativity has seized upon the popular imagination, in view of the extreme importance of Einstein's theory and of the way in which it revolutionizes our conception of the universe. The first lecture will be largely of an introductory and descriptive character. It will deal chiefly with the apparently contradictory experimental results which led to Einstein's formulation (in 1905) of what is now known as the restricted principle of relativity. The lecture will be delivered at the University (Prince of Wales Lecture Theatre), and will begin at 8 p.m.